DOCUMENT RESUME

ED 427 992 SO 029 441

AUTHOR Peterson, Lorna
TITLE Incorporating Emancipation Celebrations in the Sixth Grade Social Studies and Library Skills Curriculum: A University, School, and Public Library Program on Juneteenth.
PUB DATE 1997-03-00
NOTE 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; Grade 6; Higher Education; *Information Technology; Intermediate Grades; *Library Skills; Middle Schools; Primary Sources; Public Education; *Research Skills; Skill Development; Social Studies; Student Development; *United States History
IDENTIFIERS Douglass (Frederick); Historical Research; Juneteenth; State University of New York Buffalo; Texas

ABSTRACT

This paper describes a cooperative effort, part of a school/university partnership between the Graduate School of Education and the School of Information and Library Studies at the State University of New York at Buffalo, in which a core curriculum was developed and coordinated in library research skills and information technology for two sixth-grade classes in an urban public school. The paper explains that using the Texas emancipation celebration, Juneteenth, as the intellectual domain, students learned how and when to use various libraries and library resources, and how historians answer questions through primary document research. Special instruction on the use of the school library media center, the neighborhood branch public library, the main library of Buffalo and Erie County Public Library (a research library), and the State University at Buffalo Undergraduate Library provided students with the opportunity to research, read, and participate in knowledge production. The paper includes instructional materials to teach primary document research, a letter written by Frederick Douglass, to "The New York Times" announcement of the Emancipation Proclamation, and a list of book titles from the State University at Buffalo's online catalog. A 48-item reading list on Emancipation Celebrations is attached. (BT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 427 992

Incorporating Emancipation Celebrations in the Sixth Grade Social Studies and Library Skills Curriculum: A University, School and Public Library Program on Juneteenth.

by Lorna Peterson

SO 029 441

Lorna Peterson

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Incorporating Emancipation Celebrations in the Sixth Grade Social Studies and Library Skills Curriculum: A University, School and Public Library Program on Juneteenth

Lorna Peterson, Associate Professor

State University of New York at Buffalo, School of Information and Library Studies

As part of a School/University Partnership, the Graduate School of Education and the School of Information and Library Studies cooperated in developing and coordinating a core curriculum in library research skills and information technology for two sixth grade classes in an urban public school. Using the Texas emancipation celebration Juneteenth as the intellectual domain, students learned how to use and when to use various libraries and library resources. Assigned "what is Juneteenth and why is it celebrated in Buffalo?", the students were taught how historians answer such questions through primary document research. Special instruction on the use of the school library media center, the neighborhood branch public library, the main library of Buffalo and Erie County Public Library (a research library), and the University at Buffalo Undergraduate Library, provided students with the opportunity to research, read and participate in knowledge production. The library instruction included use of periodical and newspaper indexes, card catalogs and online catalogs, CD-ROM technology, and encyclopedias. Retrieved information was read to discover meaning and compared and analyzed for accuracy and value. From a letter written by Frederick Douglass, to the New York Times announcement of the Emancipation Proclamation, to the retrieval of book titles from the University at Buffalo's online catalog, students experienced learning as active creators and not as passive recipients.

Presented here are the instructional materials used with the children to teach primary document research. For additional information on this project, readers are directed to the special issue of Urban Education, volume 32, number 5 School University Partnerships in Urban Settings, guest editors Jennifer Beaumont and Dianne L. Hall Mark. The library skills project is described and analyzed in "From Literate to Scholar: Teaching Library Research Skills to Sixth Graders Using Primary Documents" by Lorna Peterson, pages 561-576.

JUNETEENTH: A Sixth Grade Social Studies Unit

Unit: Juneteenth and other Emancipation Celebrations
Using Historical Research Methods to Teach
Reading for Learning

Objectives
Students will be able to:
1. explain Juneteenth from a historical perspective
2. define primary documents
3. identify primary documents for reading
4. use an encyclopedia to verify dates
5. use appropriate indexes to identify primary documents
6. retrieve documents from library collections
7. read information to discover meaning
8. get information from illustrations
9. find interesting facts about emancipation
10. compare information for accuracy
11. analyze information for value
12. interpret information to make knowledge

Resources
Encyclopedias
New York Times Index
Buffalo News Index
New York Times newspapers (microfilm)
Buffalo News newspapers (microfilm)
Readers' Guide to Periodical Literature
Index to Periodicals by and about Blacks
BISON (Buffalo Information System Online)
Internet
Books
Periodicals

Skills Needed
Students will need to:
1. brainstorm on subject terms to search in the resources
2. interpret bibliographic citations found in indexes
3. interpret bibliographic citations found in BISON
4. retrieve the documents identified from the resources
5. read the retrieved information
6. understand the information
7. analyze and interpret the information

L. Peterson 1993

The Lessons

Challenges

Interest in the topic should be high for Juneteenth has become a standard celebration with a parade in Buffalo's African-American community. Students will be eager to learn something about the topic. Learning how to do research and using adult sources should add to student interest because this will separate them from the lower grades and make them feel "grown up."

Barriers

Using an encyclopedia is the normal response by children for conducting research. But an encyclopedia is a starting place, not the one place, for research, and the children must be taught this. Also, encyclopedias don't have much on Juneteenth and this is a good lesson in the need to dig for information. Identifying appropriate sources, using a variety of related subject terms will require imagination, flexibility and creativity, all hallmarks of scholarship.

Content

Library and Information Retrieval Skills

Students need to know the structure of literature. Structure of literature refers to the categories of how information or knowledge is contained and how to retrieve this stored knowledge. Literature generally divides into two parts: books and serials. Books are published as a piece, or intellectual idea, one time. It may be reprinted, but the information contained within remains the same. To identify books, one generally uses a library catalog. Serials are publications that are published in parts and for "eternity." Although serial publications do cease, a publisher generally does not approach the idea of publishing a magazine or newspaper with its end in mind. Serials are ongoing publications and therefore present a special problem for retrieving specific articles contained within the serial. This is why indexes were developed by commercial publishers. Publishers will index wide varieties of serial publications and sell the index to libraries. Because this is a commercial venture, the index is generic and not library specific, so there is no guarantee that information retrieved from an index will be owned by a library. This is true regardless of the format of the index, that is, whether paper or electronic, a commercially produced index may not have all of the indexed publications held by the library. To determine if the library does have the serial desired it is necessary to use the library catalog.

Using newspaper indexes, periodical indexes, card catalogs, online catalogs, and encyclopedias will require instruction in each tool. The experience can be frustrating if the instruction is not clear and sequential. To make sure students don't become

BEST COPY AVAILABLE

frustrated and discouraged, students should work in small groups with adult assistance. The research process is complicated but fun. Taught correctly, the research process will fire any imagination.

Content

Social Studies Skills

The study of emancipation presents many opportunities to explore social studies in its fullest definition. Emancipation can be studied from historical, legal, political, economic, antropologic and geographic prespectives, resources and research methodologies. For example, the history of slavery and emanicaption in New York State predates Union emancipation by approximately forty years. Students can learn about New York state, the role of slavery in its economic development, and the emancipation celebrations which resulted once slavery was abolished in 1827. This presents interesting legal questions for the students to consider and debate, mainly, how can some states condemn and outlaw slavery while other states prosper under the enslavement of human beings (Unionism v. States' rights).

Things to consider

The importance of the 13th, 14th, and 15th Amendments to the U.S. Constitution in the freeing of slaves should not be overlooked. Students need to know the political process, become acquainted with the use of government documents, and perhaps read congressional debates on the issues of emancipation. Juneteenth the emancipation celebration is a narrow topic, but its significance in the context of politics and history is very broad with many opportunities for teaching, learning and and honing critical consciousness.

L. Peterson 1993

BEST COPY AVAILABLE

UNIVERSITY AT BUFFALO
STATE UNIVERSITY OF NEW YORK

School of Information and Library Studies
381 Baldy Hall
Buffalo, New York 14260
(716) 636-2412

School 74 Partnership
Public Library Use

L. Peterson

Goals

1. Students will recognize public libraries as their institutions existing to serve their educational, cultural, and recreational needs.

2. Students will feel comfortable entering public libraries.

3. Students will feel comfortable asking questions of librarians to meet their information needs.

4. Students will go to public libraries to meet their educational, cultural, and recreational needs.

Buffalo and Erie County Public Library Field Trips.

Two field trips will be taken to the Buffalo and Erie County Public Library (BECPL). One field trip will be to the downtown Central Library to tour the Social Sciences and Humanities Division and the Rare Books and Manuscripts Division. The second field trip will be to the Hamlin Park neighborhood branch library, the North Jefferson Library. There are three purposes to these field trips; they are: to expand the students information world beyond the school; to relieve anxiety of going to an unfamiliar library; and to have students use primary source material to make "new" knowledge. Purpose number one is to acquaint the students with the idea that when they exhaust the resources of their school library media center, they have another library to use, their public libraries. Because the public libraries are larger than school library media centers, orientation and instruction in public library use is crucial in order to make the experience less intimidating; this fulfills purpose number two, relieve library anxiety. The subject content of the African-American curriculum, Juneteenth, requires the use of primary documents. The Social Sciences and Humanities Division is where the students will be gathering most of their information. The Rare Books and Manuscript Division tour will show the students how scholars take the printed artifacts of daily life and use as sources of evidence to write history.

CONDUCTING HISTORICAL RESEARCH

- You will learn about Juneteenth, what it is, why it is, and how it is celebrated. But you will learn about this in a special way; not as others wish to tell you, but rather through your discovery of using primary documents.

■

- A primary document reports an event through the eyes of a contemporary. So knowing your history, particularly dates, is very important.

■

- By reading the documents as they originally appeared, you will interpret the past and write history, just as historians do! You will analyze and develop theories and make new knowledge. And then you will collaborate with your peers to write a history of Juneteenth: what you thought it was, what you know it to be, why it is celebrated and why it is celebrated in Buffalo.

■

- You will need to have library, research, writing and computer skills to be an effective historian. You will also need to be curious, persistent and imaginative.

■

- So get ready to investigate Juneteenth and be prepared to have fun! ☺

L. Peterson 1993

PRIMARY DOCUMENT - a document that reports an event through the eyes of a contemporary.

CONTEMPORARY - being of that period

A **primary document** can be:

- Newspapers
- Pamphlets
- Magazines
- Letters
- Diaries
- Blueprints

You want primary documents about the Emancipation Proclamation. You know you want to read newspaper articles.

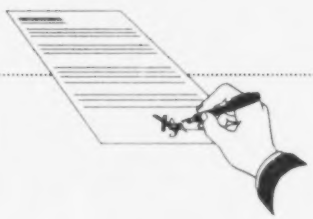
☞ First you need to know.....

When was the **Emancipation Proclamation** ✍ signed?

Look in an 🕮 encyclopedia for the answer.

The **Emancipation Proclamation** was signed ✍ by President Abraham Lincoln

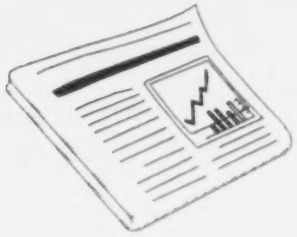
GIVE THE DATE:



Now you need to know how to find old newspapers. Is it possible to find something so old? Of course! 👆

What are some names of newspapers? Why don't you tell me some. Here are some more examples:

The Buffalo News



The Buffalo Courier Express

The New York Times

The Times (London)

There are lots of newspapers, but for our purposes, we will use ***The New York Times*** because it is the best source for chronicling and reporting events from and about the United States.

Will we go through each ***The New York Times*** newspaper until we find what we want? We could but a faster way is to use an index.

An ***INDEX*** is a listing by subject that tells where the information you want may be found. Sometimes the index refers you to page numbers within a source. Sometimes an index refers you to entirely different sources. It depends upon the type of index as to what exactly it does. Think of an index as a pointer. An index points to where you can find the information you want.

The New York Times Index points you to information within ***New York Times*** newspapers from 1851 to the present. So we can find what we want!

MARCH IN THE JUNETEENTH PARADE

June 18, 1994

AS A BUFFALO & ERIE COUNTY PUBLIC LIBRARY READER

This special reading and art program in scheduled for April 21 - June 18, 1994.
Thursdays 3:30 - 4:30 for children ages 6-11

- ★ Children will march in the Juneteenth Parade as a Buffalo & Erie County Public Library Reader.
- ★ To ensure a space in the workshop registration is necessary. For more information or to register call the North Jefferson Branch at ☎ 883-4418.
- ★ For more information call 883-4418.

Sponsored by
Erza Jack Keats Foundation
School of Information and Library Studies
Buffalo & Erie County Public Library

NORTH JEFFERSON BRANCH LIBRARY
EMANCIPATION CELEBRATIONS
compiled by Kathryn Galvin with assistance by Marilyn Nelson
Reading List

Adler, David. A Picture Book of Harriet Tubman. E444 .T82 A63

Altman, Susan. Followers of the North Star. PS3551 L7943 F6

Barrett, Tracy. Nat Turner and the Slave Revolt. F232 .S7 T872

Beatty, Patricia. Who Comes with Cannons? j fic

Bennett, Evelyn. Frederick Douglass and the War Against Slavery. E449 .D75 B45 1993

Brill, Marlene. Allen Jay and the Underground Railroad. E450 .B85 1993

Carter, Polly. Harriet Tubman & Black History Month. E44 .T82 C37

Clifton, Lucille. The Lucky Stone. j rdr

Connell, Kate. Tales from the Underground Railroad. E450 C74

Davis, Ossie. Escape to Freedom. PS3507 A7444 E84

Everett, Gwen. John Brown. E451 .E9 1993

Felton, Harold. Mumbet, the Story of Elizabeth Freeman. E444 F87 F4

Fritz, Jean. Brady. fic

Gaines, Ernest. The Autobiography of Miss Jane Pittman. ad fic

Hamilton, Virginia. Anthony Burns: The Defeat and Triumph of a Fugitive Slave. E450 .B93 H36 1988

_____. The House of Dies Drear. j fic

_____. The Magical Adventures of Pretty Pearl. y fic

_____. Many Thousand Gone. E450 .H23 1993

_____. The Mystery of Drear House. j fic

Hansen, Joyce. Which Way Freedom? y fic

Hooks, William. Ballad of Belle Dorcas. j fic

BEST COPY AVAILABLE

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. j pic

Johnson, Dolores. Now Let Me Fly. j fic

Kallen, Stuart. Days of Slavery. E441 .K35 1990

Lawrence, Jacob. Harriet and the Promised Land. PS3562 .A2197 H36 1993

Lester, Julius. "When Freedom Came", in Long Journey Home - Stories from Black History. ad fic

_____. This Strange New Feeling. y fic

Levine, Ellen. If You Traveled on the Underground Railraod. E450 .L4 1988

Macht, Norman L. Sojourner Truth. E185.97 .T8 M34 1992

Marie, D. Tears for Ashan. j fic

McKissack, Pat. The Civil Rights Movement in America from 1865 to the Present. p. 12 - 86. E185.61 .M479 1987

_____. Sojourner Truth. E185.97 T8 M38 1992

Meriwether, L. The Freedom Ship of Robert Smalls. E185.97 S6 M4

Monjo, F.N. The Drinking Gourd. j pic

Ofosu-Appiah, L.H. People in Bondage. HT1321 .O283

Petry, Ann. Tituba of Salem Village. y fic

Porter, Connie. Addy Learns a Lesson. j fic

_____. Addy's Surprise. j fic

_____. Meet Addy. j fic

Rappaport, Doreen. Escape from Slavery. E450 R24

Reef, Catherine. Civil War Soldiers. E540 .N3 R44 1993

Ringgold, Faith. Aunt Harriet's Underground Railroad in the Sky. j pic

Shumate, Jane. Sojourner Truth and the Voice of Freedom. E185.97 .T8 S5 1991

Stein, R.C. The Story of the Underground Railroad. E450 .S83

Warner, Lucille. From Slave to Abolitionist: The Life of William Wells Brown. E444 .B886 W37

Williams, Sherley. Working Cotton. j pic

Winter, Jeanette. Follow the Drinking Gourd. j pic

Yates, Elizabeth. Amos Fortune, Free Man. E185.97 F73 Y3

3/94